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ABSTRACT

The purpose of the Students and Teachers Develop English Curriculum project (an Elementary-Secondary Education Act Title III program) was to encourage the adoption of innovative curriculum units and instructional strategies in District of Columbia public schools. This booklet describes program background and objectives, methods and procedures of implementation, and evaluative findings. Teachers experienced in program goals and teaching strategies cooperated with participating teachers, both within schools and in centralized workshops. The results of this approach to information exchange were significant change in participating instructors' teaching methods and improvement of students' reading, writing, spelling, listening, and interpersonal skills. (KS)

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Public Schools of the District of Columbia

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STUDENTS AND TEACHERS DEVELOP ENGLISH CURRICULUM

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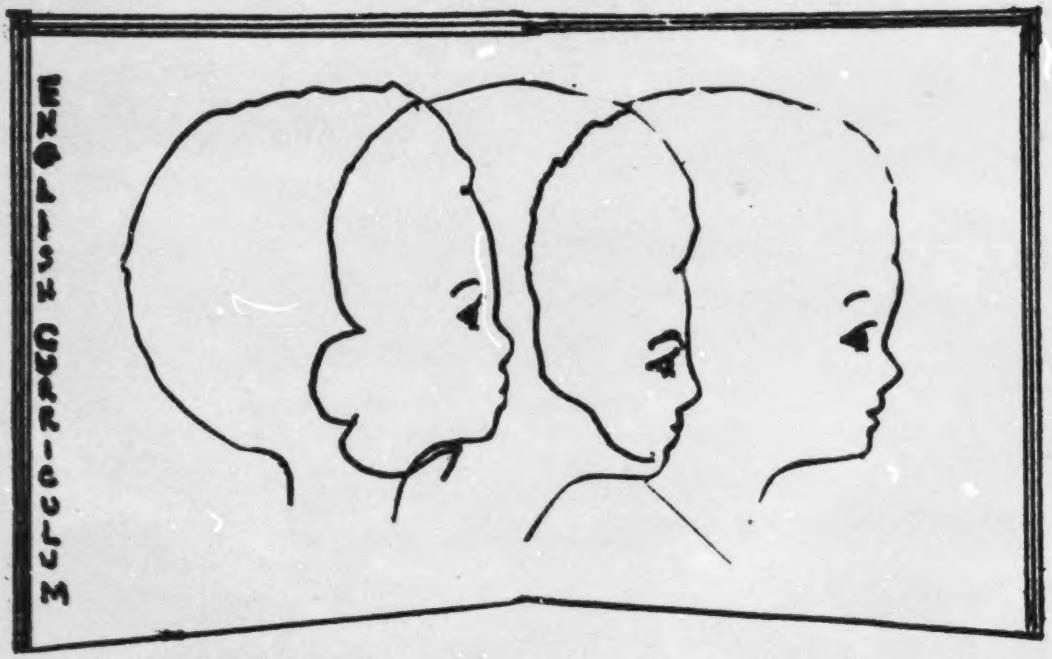
FINAL REPORT



DIVISION OF RESEARCH AND EVALUATION

August 1976

CS 202 962

Evaluation of the Project STUDENTS AND TEACHERS DEVELOP ENGLISH CURRICULUM

A TITLE III EVALUATION PROJECT

FINAL REPORT

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District of Columbia, Washington D. C.

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CHAPTER I

BACKGROUND AND OBJECTIVES

Background

During the fourth year of the Students and Teachers Develop English Curriculum Project a strategy for the diffusion and adoption of the curriculum units and instructional strategies developed in the preceeding years was emphasized. The diffusion/adoption strategy entailed focusing upon the individual school as the locus of development. Teachers experienced with the program (Demonstrating Teachers) assisted teachers who had not participated in the past (Participating Teachers) in gaining experience with the curricula and teaching strategies of the Students and Teachers Project. Demonstrating and new or Participating teachers attended workshops aimed at providing common opportunities for sharing concepts, techniques, and strategies in teaching. Additionally, demonstration lessons were presented by the Demonstrating Teachers and observed by the Participating Teachers in each school. Participating teachers also had the opportunity of benefitting from the advice and experience of the Demonstrating Teachers. The library of references and curriculum units developed by the project were also made available to the teachers.

Other aspects of the project, in earlier as well as the fourth year, included the following:

1.) Curriculum development. Through teacher and student participation more than 20 new curriculum units were developed.

2.) Student involvement in the curriculum development and teaching/learning process. Students were actively engaged in the program. They participated in the development of the curriculum units, established instructional objectives, and had a voice in selecting topics for study in class.

3.) Individualized instruction. Individualization of instruction was emphasized in many teaching and learning strategies. Techniques included self-paced individual assignments, diagnostic-prescriptive testing, small group work, learning activity packages, and student contracts.

4.) A continuing staff development program. Workshops were conducted to improve skills in the development of curricula and use of various teaching techniques.

5.) Improvement of students in the core skill areas of reading, writing, speaking, and listening.

Project Objectives

The major objectives of the Students and Teachers Develop English Curriculum Project were:

1.) All English teachers in the participating high schools will have observed an innovative curriculum process in the classroom and will have participated in practical workshops utilizing these methods as measured by a written record of their attendance.

2.) Students in the affected high schools will have demonstrated their ability to exercise their right (as described in the Student Bill of Rights) to have a say in the development of their own curriculum as measured by written records of their decisions.

3.) Teachers will develop their art and skill as facilitators of the learning process as measured by records of observations of their classes.

4.) Teachers already trained in the Title III program will continue to support and affirm each other's efforts as measured by the verbal and written statements of positive attitudes by those teachers.

5.) Students in the Title III project will demonstrate an improvement of their reading, writing, speaking and listening skills as measured by pre and post tests.

6.) Title III students and teachers will contribute to the development of English curriculum packages for themselves and others as measured by the curriculum packages developed or refined during the 1975-76 school year.

CHAPTER II

METHODS AND PROCEDURES

Evaluation Design

The "Diffusion and Adoption" Evaluation Model was selected as the most appropriate to the goals of the project in the fourth year. According to this design, evaluators examined the English curriculum project from two specific standpoints:

1.) Diffusion, dealing with items such as criteria/strategies used for the selection of students and teachers; system used for the implementation of program activities; curriculum development process; provision for periodic and continuous internal assessment; provision to bring about change in the original plans; student goals and how they were met; change in student/teacher attitudes; change in attendance records; teacher-student involvement in the project; and other project plans and capabilities that are directly related to the project goals and objectives. The extent of cooperation demonstrating teachers showed to the newly recruited English teachers and students was carefully examined because the success of the project depended upon such willful cooperation to a great extent.

2.) Adoption, pertains to the program output, implying that the curriculum developed through the project was quite ready for adoption in the regular English class. It included the results of each program activity; impact of students and teachers in so far as meeting their needs was concerned; obvious strengths and weaknesses of the project; remedies for overcoming the weaknesses; efficient use of materials and resources; and the plans for the future of the project based on outcomes.

Instrumentation

The instrument package developed for the project was designed to assess the diffusional adoption aspects of the program as well as its impact on students. Instruments were as follows:

1.) Demonstrating Teacher Questionnaire. Emphasis was placed upon diffusion and adoption activities, perceptions of workshops and demonstration lessons, and evaluations of student progress in the critical areas of reading, writing, speaking, and listening.

2.) Participating Teacher Questionnaire. Emphasis was on assessment of student progress, evaluation of workshops and demonstration lessons, and overall opinion of the project.

3.) Non-Participating Teachers Questionnaire. Although these English Teachers were not formally participating in the project, their reactions provided insights into the extent to which other teachers of English may have benefitted from the curriculum units

and teaching strategies employed by the project. This information was useful in assessing the diffusion/adoption processes.

4.) Student Evaluation Form. Ratings of various aspects of the project and how it benefitted them; students perceptions and opinions of the project.

In addition, a school site visit was carried out to view first hand the actual operations of the project, observe classes, and informally interview teachers and students.

Secondary data sources included records of teacher attendance at workshops, test results (when available), curriculum units, workshop reports and the like.

Administration and Sampling

The instruments were distributed and collected by the Demonstrating Teachers in each school. The entire population of the 19 Demonstrating Teachers, 26 Participating English Teachers, and 94 Non-Participating Teachers were asked to complete questionnaires. A sample of students of Demonstrating and Participating Teachers was selected to complete the Student Evaluation Form. The student sample was the designated Title III class for each teacher. These classes were designated by teachers at the beginning of the school year for the purposes of the project. The resulting student sample included about 1250 students in 45 classes. The estimated distribution of students by grade was as follows: 10th grade - 600; 11th grade - 400; 12th grade - 250. A random sampling of classes was planned in the original design. However, in view of the fact that the project had designated a single class for each teacher as the Title III class, the need for a random smapling procedure was obviated.

CHAPTER III

FINDINGS

Results of the Teachers Questionnaires and Workshop Attendance Records

Teachers Questionnaire Returns

The complete data for the number of teacher questionnaires sent and received for the 9 participating high schools is provided in Table 1.

Demonstrating Teacher Questionnaires were sent to all 19 demonstrating teachers involved in the Students and Teachers Develop English Curriculum Program. Eleven or 57.8% of those questionnaires were returned for evaluation. Demonstrating teachers represented the program at Anacostia, Ballou, Cardoza, Dunbar, Eastern, McKinley, Roosevelt, Spingarn and Wilson High Schools. Questionnaires were not received from Anacostia, Dunbar or Wilson.

Participating Teacher Questionnaires were sent to 30 participating teachers, 3 of whom were involved in the program as non-English teachers. Nineteen or 70.3% of the 27 questionnaires sent to participating English teachers were returned. Two schools, Anacostia and Wilson, did not return questionnaires; and at McKinley there were no participating teachers involved in the program. The largest number of returns was received from those schools with the most participating teachers: Ballou (7 or 87.5% of 8 participants), Dunbar (5 or 71.4% of 7 participants) and Cardoza (4 or 100% of 4 participants).

Non-Participating Teacher Questionnaires were sent to 94 teachers largely to determine general English teacher awareness of the program in their schools, their interest in participating in the program, and the extent to which program materials, especially curriculum units, were reviewed and used by non-program English teachers. Thirty-four or 36.2% of the non-participating teachers completed and returned questionnaires for evaluation. Again, Anacostia, McKinley and Wilson were not represented in the returns. The largest number of non-participating questionnaires was sent to McKinley, where the program was represented by only one demonstrating teacher. Returns of non-participating questionnaires were generally higher in those schools where there was the greatest representation of demonstrating and participating teachers in the program.

Table 1

Number of Teacher Questionnaires Sent and Received

	Demonstrating Teachers		Participating Teachers		Non-Participating Teachers	
	# Teachers	# Received	# Teachers	# Received	# Teachers	# Received
Anacostia	2	0	1	0	9	0
Ballou	3	3	8 (9)	7	8	7
Cardoza	3	2	4 (6)	4	6	6
Dunbar	3	0	7	5	9	5
Eastern	3	3	2	1	12	8
McKinley	1	1	0	0	20	0
Roosevelt	1	1	2	1	12	5
Spingarn	1	1	2	1	7	3
Wilson	2	0	1	0	12	0
Total	19	11	27 (30)	19	94	34
Percentage of Returns	57.8		70.3		36.2	

Note: Numbers in parentheses include non-English teachers.

Primary Diffusion-Adoption Strategy

The primary diffusion and adoption strategy tested this year was to focus upon activities at the school level and to involve new or participating teachers in workshops and classroom demonstrations. Demonstrating teachers provided the leadership in each school to the participating teachers. Participating teachers were also encouraged to make use of the curriculum units and reference materials available. Emphasis was placed upon teaching processes, the sharing of ideas, and the professional development of the teacher. The results in this section are taken from questionnaires for demonstrating teachers and participating teachers and from workshop attendance records provided by the Students and Teachers project director. Secondary strategies for diffusion and adoption are discussed later in this chapter.

Participation in Workshops and Classroom Demonstrations

Table 2 shows the actual numbers of in-school workshops conducted by demonstrating teachers for other teachers in their school. A majority of demonstrating teachers actively participated in workshops for other teachers. Seven (64.6%) of all responding demonstrating teachers helped to conduct at least 4 in-school workshops, while only 2 (18.2%) did not help to conduct any workshops. One of those two teachers who did not participate in an in-school workshop was the only teacher involved in the program in the school (McKinley).

Table 3 shows the number of classroom demonstrations conducted by demonstrating teachers for other teachers in their school. A large majority (90.9%) conducted at least 2 classroom demonstrations. Five (45.5%) demonstrating teachers conducted 4 demonstrations, while 3 (27.3%) demonstrating teachers conducted 6 or more classroom demonstrations. Only 1 (9.1%) teacher did not conduct any classroom demonstrations.

Table 4 provides data from the project attendance records for demonstrating teachers. These numbers tend to verify the questionnaire responses made by demonstrating teachers for participation in in-school workshops and classroom demonstrations. Fourteen (73.7%) of all demonstrating teachers in the program attended at least 9 (64.3%) sessions. Only 5 demonstrating teachers attended less than 9 sessions.

Table 2

In-School Workshops Demonstrating Teachers Helped to Conduct For Other Teachers in Their School

Number of Workshops	f	%
4	7	64.6
3	1	9.1
2,1	0	0.0
0	2	18.2
Blank	1	9.1

N = 11

Table 3

Classroom Demonstrations Conducted by Demonstrating Teachers for Other Teachers in Their School

Number of Demonstrations	f	%
10	1	9.1
8	1	9.1
6	1	9.1
4	5	45.5
2	2	18.2
0	1	9.1

N = 11

Table 4

Project Attendance Records for Demonstrating Teachers

# Sessions	f	%
14	2	10.5
13	3	15.8
12	3	15.8
11	2	10.5
10	2	10.5
9	2	10.5
8	1	5.3
7	1	5.3
6	1	5.3
4	1	5.3
1	1	5.3
N = 19		

Table 5 provides data from the project attendance records for demonstrating teachers that gives the reasons for absences. Only 19 or 23.2% of all workshop or demonstration absences were for unexcused reasons. Leave accounted for the largest frequency of teacher absence (28 or 34.1% of all absences). Conflict of Schedule accounted for 22 (26.8%) instances of demonstrating teacher absence. Unexcused absences were only the third most common reason for absence. Other causes of absence were Lack of Substitute Coverage (8 or 9.8% of all absences) and Sickness (5 or 6.1% of all absences).

Table 6 provides data from both the project attendance records and the questionnaires for participating teachers that shows the frequency of attendance at project workshops. Eleven (57.9%) of those participating teachers responding attended all 4 workshops. Six (31.6%) of those participating teachers responding attended 3 of the 4 workshops. Only 2 (10.6%) teachers attended fewer than three-fourths of all workshops.

Table 5

Project Attendance Records for Demonstrating Teachers And Reasons for Absences

Item	f	%
Sessions Attended	184	69.2
Reasons for Absences:		
Conflict of Schedule	22	26.8
Leave	28	34.1
Sick	5	6.1
Lack of Substitute Coverage	8	9.8
Unexcused	19	23.2

Table 6

Participating Teacher Workshop Attendance Comparison

# Workshops	Project Records		Questionnaire Respondents	
	f	%	f	%
4	18	60.0	11	57.9
3	6	20.0	6	31.6
2	4	13.3	1	5.3
1	2	6.7	1	5.3
	30	100.0	19	100.1

Participating and demonstrating teacher attendance at workshops was similar. (Compare Tables 6 and 7).

Table 7 provides the questionnaire data concerning the actual numbers of classroom demonstrations attended by participating teachers. Two (10.5%) participating teachers attended 4 demonstrations; 8 (42.1%) 3 demonstrations; 7 (36.8%) 2 demonstrations; and 2 (10.5%) 1 demonstration. Overall, the level of attendance at workshops and demorstrations was quite good for both demonstrating and participating teachers.

Table 7

Classroom Demonstrations Observed

By Participating Teachers

Number of Demonstrations	f	%
4	2	10.5
3	8	42.1
2	7	36.8
1	2	10.5

N = 19

Evaluation of Workshops and Classroom Demonstrations

Both demonstrating and participating teachers were asked to rate semantic differential items for the workshops and classroom demonstrations. Response categories were scaled from one to five, with 5 equalling the most favorable response and 1 equalling the most unfavorable response. A rating of 3 on the scale is average. Frequencies and percentages for the 7 items for demonstrating and participating teachers are provided in Table 8.

Overall, responses to the workshops are favorable in each area. Only one participating teacher rated "Well Organized" and "Effectiveness" as below average (a rating of 2). All other ratings were average (3) or higher.

The "t" test of the statistical significance of differences of 1.80 indicates that the difference between demonstrating and participating teachers was not significant at the .05 level of confidence. However, demonstrating teacher response does appear to be slightly more positive than participating teacher response on individual items.

Table 8

Demonstrating and Participating Teacher Ratings

(Semantic Differential) of Workshops and Classroom Demonstrations

Semantic Differential Item	Response Category *	Demonstrating Teachers		Participati Teachers	
		f	%	f	%
A. Usefulness	5	4	40.0	7	36.8
	4	4	40.0	6	31.
	3	2	20.0	6	31.
B. Informative	5	2	20.0	6	31.6
	4	6	60.0	4	21.
	3	2	20.0	9	47.4
C. Well Organized	5	1	10.0	8	42.
	4	7	70.0	4	21.1
	3	2	20.0	6	31.6
	2	0	0	1	5.
D. Effectiveness	5	1	10.0	2	10.5
	4	7	70.0	8	42.1
	3	2	20.0	8	42.
	2	0	0	1	5.3
E. Preparation	5	4	40.0	10	52.
	4	5	50.0	4	21.1
	3	1	10.0	5	26.3
F. Learning	5	3	30.0	3	15.
	4	6	60.0	10	52.6
	3	1	10.0	6	31.6
G. Motivating	5	5	50.0	6	31.6
	4	5	50.0	9	47.4
	3	0	0	4	21.

* Response Categories on a scale from 5 to 1. 5 = the most positive response, indicating the success of the item to an extreme degree. 3 = average. 1 = the least positive response, where the item is "not" successful. 4 and 2 are intermediate on the scale.

"t" test of 1.80 not significant at the .05 level of confidence.

Not one of the demonstrating teachers rated an item less than average, whereas 1 (5.3%) participating teacher gave a "2" or slightly less than average rating to items, "Well Organized" and "Effectiveness." However, most items tended to receive a higher rate of "5" (most positive response) from participating teachers than from demonstrating teachers. Seven (36.8%) participating teachers rated "Usefulness" "5" as compared with 4 (40.0%) demonstrating teachers; 6 (31.6%) participating teachers rated "informative" "5" as compared with 2 (20.0%) demonstrating teachers; and 8 (42.1%) participating teachers rated "Well Organized" "5" as compared with 1 (10.0%) demonstrating teacher. Higher percents of "5" ratings by participating teachers also occur for the items "Effectiveness" and "Preparation."

Questions pertaining to workshop assets and problem areas were included on questionnaires for both demonstrating and participating teachers. When participating and demonstrating teachers were asked what they liked most about workshops and classroom demonstrations, the most frequent response dealt with the sharing of strategies (Table 9). Nine participating and 6 demonstrating teachers liked most the sharing of strategies in the program that allowed them to work with English teachers from other schools in the city; to share ideas and plans with other participating teachers; to learn various means of motivational impetus through observation and discussion with other teachers. Six participating teachers cited the practical aspect of the program as the thing they liked most about workshops and demonstrations. (This response was not made by demonstrating teachers.) Participating teachers found that the workshops and classroom demonstrations were well-organized and geared to meeting individual needs. The workshops presented something definite that could be used in the classroom, not theories, but something practical and useful.

Other aspects of the program that participating teachers liked best in workshops and demonstrations included: the energetic input and careful planning of demonstrating teachers; shop-talks; the relaxed atmosphere; the innovative procedures and materials; and new ideas pertaining to the adoption of better learning materials to meet the needs of the classroom.

Three demonstrating teachers liked the opportunity to provide leadership to other teachers. They pointed out the value of an environment in which they could learn from the evaluation of other teachers; specifically, the opportunity to observe other teachers and give each other feedback, the opportunity to receive constructive criticism and evaluation of the effectiveness of class lessons, and evaluations of other teachers were helpful.

When asked what they liked least about workshops and classroom demonstrations (Table 10), more time to plan and work and limited opportunity for classroom observation were the most common responses.

Other responses of participating teachers (1 each) were: the workshops were not good learning experiences; inflexible scheduling often made it difficult to fit the subject of the demonstration lesson into the overall unit; a teacher is not sure

Table 9

Things Teachers Liked Most About the Workshops

Item	Demonstrating Teachers	Participating Teachers
Sharing of strategies	6	9
Practical program	0	6
Leadership to other teachers	3	0
Learning different teaching techniques	3	0
Better student motivation	0	2
Miscellaneous	1	6
Total	13	23

Table 10

Things Teachers Liked Least About the Workshops

Item	Demonstrating Teachers	Participating Teachers
More time to plan and work	3	3
Limited opportunity for classroom observation	2	2
Disruption of class organization	0	2
Miscellaneous	5	4
Total	10	11

that a person is physically capable of doing the amount of preparation required on a regular basis; and there should be more frequent meetings.

Other responses made by demonstrating teachers were: no evaluator was present; time was used inefficiently; there were not enough workshops to explore a variety of problems; there was little time for discussion with observing teachers; and the duration of the workshops was too short.

Recommendations for improving the workshops included the following: four teachers responded that the program could be improved with the allowance of more time: to follow up workshops in school, to plan for the day's activities, and to plan together. Other suggestions included: planning; the project should have more non-project teachers attending workshops and classroom demonstrations; teachers should be held more strictly accountable for their own performance; there should be stronger leadership in the workshops; duplication might be easily eliminated, since there is no need for having three teachers prepare or give each demonstration; there should be a regrouping of teachers to join demonstrating and new teachers to plan and conduct their own workshops; and there should be more workshops.

In summary, the workshops and demonstrations were well attended and highly rated by a large majority of participants. Recommendations for improvement should be given thoughtful consideration by the project director and demonstrating teachers.

Secondary Diffusion Strategies

Two other strategies have been used since the inception of the program that are aimed at diffusing (or disseminating) information about the program. Prior to adopting the school-as-a-unit approach, it had been hoped that these approaches would also have an impact on program adoption. The approach of working within the schools was undertaken this year when adoptions were not readily undertaken.

A program of dissemination of information, including project bulletins and curriculum units, has been underway since the start of the project. The mailing list provided by the project director included the following: 35 D.C. Administrative School Personnel, 23 Individual requests from teachers, 13 Senior High School Building Chairpersons, 29 Junior High School Building Chairpersons, Department of English, 24 Individual requests outside of the D.C. Public Schools, and 13 Parochial Schools.

Although this approach is worthwhile in disseminating information, there has been a continuing concern about the lack of direct contact with teachers and the lack of evidence of adoptions in the classroom.

Another attack at the problems of diffusion and adoption was investigated. This approach involved determining the extent to which non-participating teachers had shown an interest in the program and the extent of encouragement given by demonstrating teachers. Information for this analysis was taken from questions addressed to demonstrating teachers and from a questionnaire to non-participating English teachers.

The Questionnaire for Demonstrating Teachers contained two questions designed to measure the success of the program in attracting non-participating teachers to workshops and classroom demonstrations and in involving the interests of non-participants for adoption of English Curriculum methods and curriculum units for their classes.

The first question was, "Approximately what percentage of non-project teachers (not demonstrating or participating teachers) attended one or more workshops or classroom demonstrations?" Four demonstrating teachers responded "None" and 5 (45.5%) responded 1 - 25%. (This question did not apply to the one teacher who was the sole participant at McKinley High School.) The response does indicate, however, that only a small percentage of the at large teacher population became involved in the program.

The second question was, "In your opinion what percentage of non-project teachers show a strong interest in adopting English Curriculum methods and curriculum units for their classes?" Five demonstrating teachers responded 1 - 25%; 3 teachers responded 26 - 50%; and 2 teachers responded 51 - 75%. (Again, this question did not apply to the teacher from McKinley.) Teacher response is quite positive, especially when compared to the responses made for the previous question. Although a large percentage of non-participating faculty members did not have the chance to attend workshops and demonstrations, a considerable percentage of non-participants was perceived by demonstrating teachers as having an interest in adopting English Curriculum methods and curriculum units for their classes. The teacher response for this question demonstrates a fairly wide-ranging degree of program awareness among non-participants that is evidenced by faculty enthusiasm for adopting project strategies for other classes.

When asked to describe what they have done to further the dissemination and adoption of the project to other English teachers, the demonstrating teachers answered as follows: description of the program to those teachers who had not heard of it; shared strategies; circulation and discussion of curriculum units and methods to all department members; distribution of books, media and supplies obtained from the program; and informal discussion.

In terms of successes they have had and problems that have arisen demonstrating teachers indicated that: some teachers from other schools who did not know about the project in June 1975 became interested in the project; non-project teachers were satisfied with project strategies; curriculum units were used by non-project teachers, although some teachers remained resistant to the new approach, largely because they believed in strictly traditional methods that did not include student input; teachers were very receptive and happy to receive project ideas and materials; and one teacher was enrolled into the program during the school year and another teacher plans to join in September.

And when asked to indicate how efforts towards dissemination and adoption of the program could be improved, the demonstrating teachers responded: more days to work on units and time for sharing could be provided; projects could be sent directly to teachers from the English Office; more workshops could involve non-project teachers; more funds could be provided to expand the project and include more teachers in the project; non-participating teachers could visit workshops away from school; demonstrating teachers could spend more time on preparation for dissemination by being assigned to teach one less class per day; and funding should be increased for substitutes to include workshops for non-Title III teachers.

The reactions of the non-participating teachers are given in Table 11. The reader should bear in mind that only about one-third of the non-participating teachers actually responded. This response may therefore represent a more positive view of their reactions than would be true for the entire population of non-participating teachers.

Participating teachers were selected from among those who responded to an invitation to all high school teachers of English inviting them to attend a workshop and to participate in the project. Table 11 shows that only 9 non-participating teachers recall receiving the invitation (item 1) and only 2 teachers applied (item 2). During the school year 8 non-participating teachers reviewed curriculum units developed by the project. For the most part, non-participating teachers reviewed the curriculum units. Comparatively few non-participating teachers used them (Table 12). Although only 8 teachers said that they would like to participate in the project (Table 11, items 6 and 7), another 12 teachers were not sure. Many would like more information; others would like to resolve potential schedule conflicts before making a decision; still others feel that the project is worthwhile, but would not have the time.

Generally, the responses seem to suggest that the approach of involving teachers in workshops and classroom demonstrations is best. Initial interest is often aroused through informal discussion and through school or departmental meetings. Some teachers do avail themselves of the curriculum units, although only a few adopt them, probably because they lack the skills to implement them. Time limitations interfere with the acquisition of skills and the sharing of strategies. It also seems unlikely that non-participating teachers could effectively learn to modify their teaching styles without the benefit of participating in the workshops and observing the classroom demonstrations.

Table 11

Results of the Non-Participating Teachers Questionnaire

Item	Response Category	f	%
1. At the beginning of the school year did you receive an invitation to participate in the Title III Students and Teachers project?	Yes	9	27.3
	No	6	18.2
	Not Sure	18	54.5
2. Did you apply to serve as a participating teacher?	Yes	2	6.1
	No	31	93.9
3. During this school year have you attended in your school any workshops or classroom demonstrations given by the staff of the project?	Yes	8	24.2
	How many? 4	1	12.5
	3	1	12.5
	2	1	12.5
	1	3	37.5
	Blank	2	25.0
	No	25	75.8
4. Have you examined or reviewed any of the curriculum units developed by the project?	Yes	18	54.5
	How Many? 21	1	5.6
	10	1	5.6
	9	1	5.6
	7	1	5.6
	5	1	5.6
	4	1	5.6
	3	3	16.7
	2	3	16.7
	1	3	16.7
	Blank	3	16.7
	No	15	44.5
6. Would you be interested in participating in the project?	Yes	8	24.2
	No	13	39.4
	* Not sure	12	36.4

N = 33

* Although only 8 or one-fourth would like to participate, another 12 or 36% were not sure. Many of those who were not sure commented that they would like more information before making a decision.

Table 12

Curriculum Units Reviewed and Used By Non-Participating Teachers

Unit	Reviewed		Used	
	f	%	f	%
1. Orientation Unit (Hope C. Bogorad, Ballou H.S.)	10	55.6	8	44.4
2. Orientation Unit (Genise A. Stancil, Wilson H.S.)	10	55.6	1	5.6
3. Orientation Unit (Judith Guttman, Coolidge H.S.)	6	33.3	2	11.1
4. Learning Package on Writing Better Sentences	4	22.2	3	16.7
5. Learning Package on Paragraphs	6	33.3	3	16.7
6. Effective Usage	6	33.3	1	5.6
7. First Love	5	27.8	1	5.6
8. Learning Package on the Parts of Speech	9	50.0	3	16.7
9. Unit of Giving Speeches	6	33.3	1	5.6
10. Playwriting Unit for Tenth Grade	6	33.3	1	5.6
11. Descriptive Writing	6	33.3	1	5.6
12. Judging Others	4	22.2	0	0
13. Writing Short Stories	7	38.9	2	11.1
14. Discussion Skills	4	22.2	2	11.1

Table 12 (Continued)

Curriculum Units Reviewed and Used By Non-Participating Teachers

Unit	Reviewed		Used	
	f	%	f	%
15. Individualizing Instruction	4	22.2	2	11.1
16. Improving Writing Skills, An Individualized Writing Unit	3	16.7	4	22.2
17. A Unit of Humor	6	33.3	2	11.1
18. A Writing Lab	3	16.7	1	5.6
19. Love and Hate in Literature	8	44.4	1	5.6
20. Units Developed by the Students of Genise A. Stancil, Wilson H.S.	5	27.8	2	11.1
21. Black Literature Unit	7	38.9	1	5.6

N = 18

Evaluations of Students' Progress by Demonstrating and Participating Teachers

Both demonstrating and participating teachers were asked to rate the progress of their students in areas of student performance considered important outcomes for the project. Speaking, writing, reading and listening were objectives in which the project sought improvement. It was also anticipated that areas such as class attendance, behavior in the classroom, student motivation, the quality of classroom participation, and the completion of assignments and projects would show improvement. And from reports of earlier years, it was anticipated that relations among students and between students and teachers might also be improved. The results are shown in Table 13.

Overall, with two exceptions, a majority of teachers rated their students as "Excellent" or "Good" in each area. Participating teacher ratings of speaking and writing were, however, rated "Excellent" or "Good" by about 42%.

Table 13

Demonstrating and Participating Teacher Evaluations of the Progress of Their Students

Item	Response Category *	Demonstrating Teachers		Participating Teachers	
		f	%	f	%
A. Class Attendance	E	4	36.4	0	0
	G	7	64.6	13	68.4
	A	0	0	3	15.8
	NI	0	0	3	15.8
B. Behavior in classroom	E	4	36.4	8	42.1
	G	7	64.6	9	47.4
	A	0	0	2	10.5
C. Student motivation	E	4	36.4	5	26.3
	G	7	64.6	6	31.6
	A	0	0	5	26.3
	NI	0	0	3	15.8
D. Quality of classroom participation	E	7	64.6	3	15.8
	G	4	36.4	10	52.6
	A	0	0	6	31.6
E. Completion of assignments and projects	E	5	45.5	1	5.3
	G	5	45.5	12	63.2
	A	1	9.0	6	31.6
F. Speaking	E	4	36.4	2	10.5
	G	7	64.6	6	31.6
	A	0	0	9	47.4
	NI	0	0	2	10.5
G. Writing	E	1	9.1	2	10.5
	G	7	64.6	6	31.6
	A	3	27.3	9	47.4
	NI	0	0	2	10.5
H. Reading	E	1	9.1	2	10.5
	G	9	81.8	10	52.6
	A	1	9.1	6	31.6
	NI	0	0	1	5.3

* Response Categories: E = Excellent, G = Good, A = Acceptable, NI = Needs Improvement.

"t" test significant at .001 level of confidence.

Table 13 (Continued)

Demonstrating and Participating Teacher Evaluations of the Progress of Their Students

Item	Response * Category	Demonstrating Teachers		Participating Teachers	
		f	%	f	%
I. Listening	E	3	27.3	0	0
	G	7	64.6	12	63.2
	A	1	9.1	6	31.6
	NI	0	0	1	5.3
J. Student/student relations	E	7	64.6	9	47.4
	G	4	36.4	8	42.1
	A	0	0	2	10.5
K. Student/teacher relations	E	6	54.5	7	36.8
	G	5	45.5	11	57.9
	A	0	0	1	5.3

* Response Categories: E = Excellent, G = Good, A = Acceptable, NI = Needs Improvement.

"t" test significant at .001 level of confidence, N = 11 Demonstrating Teachers, 19 Participating Teachers.

A comparative analysis of the responses of the demonstrating teachers and participating teachers was undertaken. It was felt that the comparison would indicate the extent to which participating teachers felt their students had made progress given their one year of experience in the program. It was expected that demonstrating teachers, based on their experience in the program, would confirm a high degree of progress for their students.

For this analysis each item was coded as follows: Excellent - 4; Good - 3; Acceptable - 2; Needs Improvement - 1. Next, a total rating was obtained for each teacher, and a "t" test was carried out to determine the statistical significance of differences between the ratings of the demonstrating and participating teachers. The "t" test proved to be statistically significant beyond the .001 level of confidence. Demonstrating teachers on the average gave higher ratings than did participating teachers.

Comparison of individual items shows that none of the demonstrating teachers rated an item "Needs Improvement," whereas 3 (15.8%) participating teachers gave this lowest scaled rating to Class Attendance and Student Motivation; 2 (10.5%) participating teachers gave the "Needs Improvement" rating to Speaking, Writing and Student/student relations; and 1 (5.3%) gave the lowest scaled

rating to Reading, Listening and Student/teacher relations.

Demonstrating teachers also responded less often with the "Acceptable" rating than did participating teachers. Three (27.3%) demonstrating teachers gave the second lowest scaled response to Writing, and 1 (9.1%) demonstrating teacher gave the "Acceptable" rating to Reading and Listening. In contrast six (31.6%) participating teachers gave the "Acceptable" rating to Quality of classroom participation, Completion of assignments and projects and Listening; 5 (26.3%) participating teachers gave the second lowest scaled rating to Student motivation.

In conclusion, the results suggest that while many participating teachers feel that their students have made important progress in many areas, continued attention will be required to achieve the levels of performance attained by the demonstrating teachers. A second year of participation in the program workshops seems warranted.

Student Involvement in Program Development

One of the more important aspects of the Students and Teachers Develop English Curriculum Program was the involvement of students in the actual development of the English curriculum. Therefore, demonstrating and participating teachers were asked to what extent and in what specific ways students were involved in working with other students and teachers in the actual development of the English Program. The results are provided in Table 14.

All students working with either demonstrating or participating teachers participated at least to "some" extent in actually developing the English Program curriculum. Students of demonstrating teachers participated in curriculum development to a greater extent than students of participating teachers. Five (50%) demonstrating teachers reported student participation as "a great deal," while only 3 (15.8%) participating teachers reported student participation to that extent.

The way in which students were most often involved in the actual development of the English Program was in Planning course activities, involving 100% of demonstrating teacher students and 94.7% of participating teacher students. The second most common way in which students were involved was in Setting objectives, involving 90.9% of demonstrating teacher students and 89.5% of participating teacher students.

A moderately high percentage of demonstrating teacher students also participated in the program in the areas of: Developing evaluation procedures (9 or 81.8%), Working with teachers (9 or 81.8%), Selecting new materials (7 or 63.6%), Writing new materials (6 or 54.5%) and Selecting visual aids (5 or 45.5%).

Table 14

Extent of Student Involvement in Development of English Program

Item	Response Category	Demonstrating Teachers		Participating Teachers	
		f	%	f	%
To what extent were students involved in working with other students and teachers in the actual development of the English Program?	A great deal	5	50.0	3	15.8
	Some	5	50.0	16	84.2
	Not at all	0	0	0	0
In what ways were students involved?	Planning course activities	11	100.0*	18	94.7
	Field trips	4	36.4	2	10.5
	Setting objectives	10	90.9	17	89.5
	Selecting visual aids	5	45.5	6	31.6
	Developing evaluation procedures	9	81.8	13	68.4
	Selecting new materials	7	63.6	10	52.6
	Writing new materials	6	54.5	6	31.6
	Working with teachers	9	81.8	12	63.2

* Percents add to more than 100 since teachers could check as many items as were applicable.

Participating teacher student participation fell into the same order as that of demonstrating teachers, although to a lesser extent, with a somewhat smaller percentage of participation in each area. The area of Field trips was the only noticeably low rated item, involving 4 (36.4%) of demonstrating students and only 2 (10.5%) of participating students.

Parental Involvement

Both demonstrating and participating teachers were asked about the extent of parental involvement in project activities and the frequency of parent-teacher contact. Frequencies and percentages gauging parent involvement and contact are provided in Table 15.

Although demonstrating teachers seem somewhat more successful in engaging parent participation in project activities than participating teachers, neither group involved parents to even an average amount. Six (60%) demonstrating teachers involved parents to "some" extent in project activities, whereas only 3 (15.8%) participating teachers involved parents to that small extent.

A majority of responding teachers met with parents no more frequently than quarterly. Fourteen (73.7%) participating teachers and 7 (63.6%) demonstrating teachers were in contact with parents "about quarterly." Two (10.5%) participating teachers and 2 (18.2%) demonstrating teachers were not in contact with parents at anytime. However, some parents did meet fairly regularly with program teachers. One (5.3%) participating teacher and 2 (18.2%) demonstrating teachers reported "about weekly" contact with parents. Two (10.5%) participating teachers reported "about monthly" contact with parents.

Teacher Likes, Dislikes and Recommendations for the Program

Demonstrating teachers were asked on the questionnaire what they found to be the major strengths and weaknesses of the English Curriculum Project. They were also given an opportunity on the questionnaire to suggest improvements that might be made in the project.

Seven demonstrating teachers found the type of relationships the program fostered between students and teachers, teachers and teachers, and students and students as a particular strength of the program. Teachers found themselves provided with several enhancing opportunities: to interact with English teachers from all over the city, to share ideas with other teachers and students, and to work with team members in developing new instructional materials. Five demonstrating teachers cited student involvement and participation as a strength of the English Curriculum Project. Teachers found great improvement in student motivation and interest in learning, that was mostly attributed to the opportunity the project provided for student input into the choice and design of English curriculum, activities

Table 15

Participating Teacher Involvement of Parents in Project Activities

Item	Response Category	f	%
To what extent did you involve parents in project activities?	Quite a bit	0	0
	Average amount	0	0
	Some	3	15.8
	None	16	84.2
How often were you in contact with parents?	More than once a week	0	0
	About weekly	1	5.3
	About monthly	2	10.5
	About quarterly	14	73.7
	None	2	10.5

Demonstrating Teacher Involvement of Parents in Project Activities

Item	Response Category	f	%
To what extent did you involve parents in project activities?	Quite a bit	0	0
	Average amount	0	0
	Some	6	60.0
	None	4	40.0
How often were you in contact with parents?	More than once a week	0	0
	About weekly	2	18.2
	About monthly	0	0
	About quarterly	7	63.6
	None	2	18.2

and objectives. Three teachers found instructional materials provided by the program to be especially helpful, as well as available and innovative. Other strengths cited by teachers include: the sense of direction provided in the project, the production of good learning units, self and peer evaluations, flexibility in planning course activities to meet individual needs of students, and the program provision of impetus to in-class participation and self-expression of shy and introverted students through effective instruction in the oral aspect of an English curriculum.

Weaknesses most often cited by demonstrating teachers largely involve secondary aspects of the program that can be solved with uncomplicated, straight-forward solutions. Six teachers replied that supplies were somewhat inadequate. Specifically, budget limitations sometimes curbed the productivity of student work and limited the number of students and teachers who could be directly involved in the program. School control of the budget and delays in paying substitute teachers were also cited as monetary problem areas.

Three teachers cited the need for more time for participating teachers to spend at workshops and away-from school workshops. Three teachers found the administrative staff inadequate in organizing the large number of persons involved in the program, and recommended the creation of a full-time administrative position. Other weaknesses include: the lack of requirements or controls for project teachers, and the lack of provision for students who were geared more toward participation in traditional classroom environments and found the project classrooms uncomfortably new and chaotic.

Teacher recommendations for improvement merely reiterated solutions cited for short-comings in the program. Demonstrating teachers especially felt that there should be more administrative staff to set up program policies and tighten administrative control in the program, and that principals and other school administrators should be invited and encouraged to attend demonstrations. Again, recommendations deal mostly with ways of expanding techniques of the program with a limited amount of resources and through administrative means.

Participating teacher response to the strengths of the English Curriculum Project was very similar to demonstrating teacher response. Seven teachers cited the valuable project asset of sharing and exchanging ideas among supportive teachers. One teacher learned how to work successfully in small groups of students through shared materials and information provided for the project. Seven participating teachers cited the asset of student participation in the program. Student involvement improved motivation. Since students selected goals with their teachers and helped to plan the curriculum, they clearly understood what was expected of them in English class. Two teachers found that the project created a more cohesive relationship between teacher and student.

Other aspects of the English Curriculum Project that participating teachers liked best included: the student-teacher evaluation; access to innovative procedures and materials; the emphasis upon various approaches to teaching and learning; less frequent use of text-books; and that most ideas, strategies, and techniques in the program were the result of someone's experience and a matter of practice rather than theory. Table 16 provides a list of things both demonstrating and participating teachers liked best about the English Curriculum Project.

Table 16

Things Teachers Liked Most About the English Curriculum Project

Item	Demonstrating Teachers	Participating Teachers
Better relationships between student and teachers, teachers and teachers, and students and students	7	2
Student participation	5	7
Sharing of strategies	0	7
Instructional materials	3	1
Evaluations	1	1
Miscellaneous	4	3
Total	20	21

Participating teacher response to the weaknesses of the English Curriculum Project was also very similar to demonstrating teacher response. Three teachers complained that materials were not always received; that there were not enough materials to work with; and that supplies were ordered too late. Three teachers complained that there was not enough time to explain the many aspects of the program; that there are not enough hours in the day to complete the required workload; and that some procedures required too much paper-work that was too time-consuming. Three teachers complained that there was not enough contact with other teachers; specifically, that there was a lack of exchange of ideas between participating and non-participating teachers, and that there should be more frequent meetings.

Other aspects of the English Curriculum Project that participating teachers liked least were: that the diagnosis of individual student weaknesses was not effective enough; that students were not

always able to participate because of skill deficiencies; and that the advantages of the program were not well-publicized. Table 17 provides a list of things both demonstrating and participating teachers liked least about the English Curriculum Project.

Table 17

Things Teachers Liked Least About the English Curriculum Project

Item	Demonstrating Teachers	Participating Teachers
Inadequate supplies and materials	6	3
Insufficient time	3	3
Inadequate administrative staff	3	0
Not enough contact with other teachers	0	3
Miscellaneous	2	3
Total	14	12

Participating teacher suggestions for improvement tend to be as diverse as demonstrating teacher suggestions. Two teachers cited that more time should be provided within the school-day for consultation among Title III teachers. Two teachers suggested that there should be a rotation of small groups for the workshops and that there should be more workshops and demonstrations. Other responses included: a simplified method for periodic evaluation should be created; specific days should be designated for student input or evaluation; planning and evaluation should be continued; supplies should be ordered more promptly; a more detailed orientation program should be instituted for new teachers; greater flexibility should be allowed for scheduling demonstrations; provision should be made for assistants to duplicate materials and help out teachers in the classrooms; and Title III evaluators should be involved in the individual participating schools/classrooms. Table 18 provides a list of both demonstrating and participating teacher suggestions for improvement in the English Curriculum Project.

Although participating teachers were not as experienced in the Students and Teachers Develop English Curriculum Project strategies as demonstrating teachers, they nevertheless reveal an equally high amount of enthusiasm in their response to questions dealing with program strengths, weaknesses and improvements. Suggestions for improvement were overwhelmingly positive and were concerned chiefly with facilitating better administration of the program.

Table 18

Teacher Suggestions for Improvement in the English Curriculum Project

Item	Demonstrating Teachers	Participating Teachers
More effective use of budget	3	1
More planning time	2	1
More workshops and demonstrations	1	2
More detailed orientation program for new teachers	1	1
Improvements in Administration	5	0
Miscellaneous	2	7
Total	14	12

Results of the Student Evaluation Forms

Questionnaire Returns

The student sample was made up of the Title III designated class for each teacher. As an exact count of students in these classes was not available, thirty questionnaires were distributed to each teacher for administration to her class. Table 19 shows the number of questionnaires sent and returned for each school, and for demonstrating and participating teachers. The table shows that a larger percent of students of demonstrating teachers completed questionnaires than did students of participating teachers -- 52% vs. 41%. The overall return rate was 46%. Anacostia did not return any questionnaires and Wilson returned only 11%.

Table 20 shows the number and percent of returns by grade. Tenth graders make up more than one third of the returns.

In the analysis that follows, all 630 returned questionnaires were used. It is felt that these returns are probably typical of the full sample, if the reader takes into account the larger returns for demonstrating teachers and tenth grade students, and the poor return from two high schools.

Table 19

Student Evaluation Forms Sent and Received

School	Students of Demonstrating Teachers			Students of Participating Teachers			All Students		
	*# Students	Ques. Return	% Return	*# Students	Ques. Return	% Return	*# Students	Ques. Return	% Return
Anacostia	60	0	0	30	0	0	90	0	0
Ballou	90	64	71	240	108	45	330	172	52
Cardoza	90	53	59	120	70	58	210	123	59
Dunbar	90	54	60	210	71	34	300	125	42
Eastern	90	58	64	60	33	55	150	91	61
McKinley	30	11	37	--No teacher--			30	11	37
Roosevelt	30	24	80	60	16	27	90	40	44
Spingarn	30	22	73	60	36	60	90	58	64
Wilson	60	10	17	30	0	0	90	10	11
Total	570	296	52	810	334	41	1380	630	46

* Estimated at 30 students per teacher

Table 20

Student Evaluation Forms Sent & Received by Grade

Grade	Students of Demonstrating Teachers		Students of Participating Teachers		All Students	
	f	%	f	%	f	%
10	117	39.5	167	50.0	284	45.1
11	96	32.4	72	21.6	168	26.7
12	83	28.1	95	28.4	178	28.2
Total	296	100.0	334	100.0	630	100.0

Findings

The students were presented with a series of items related to ways in which the Students and Teachers Develop English Curriculum Project has helped them. Their responses are presented in Table 21. Overall, responses are positive, with from 60% to over 80% marking "Strongly Agree" or "Agree" to each item. Although ratings were positive for students of demonstrating teachers and participating teachers alike, there were statistically significant differences (using the "z" test for proportions) favoring the students of demonstrating teachers in 5 of the 13 items. Students of demonstrating teachers tended to be more favorable (e.g., more often marking "Strongly Agree" or "Agree") in each of the following items:

3. I have learned how to speak out in class as a result of the program;
4. I am not able to listen and understand people better than I did before the program;
5. I have improved in my writing ability since I have been in the program;
10. Being in the English program helped me take responsibility for my school work;
14. Teachers in the program seem to care about me more than most teachers I have known.

A second set of questions (Table 21) was asked to get the students' direct reactions to the program. A majority of the students indicate (item 17) that the Students and Teachers Program is much more interesting than the regular program. Only 31% of demonstrating teacher students and 12.9% of the participating teacher students felt that the Students and Teachers Program was "not as interesting as the regular program." However, there was a statistically significant difference in the percentage of students who felt that the Students and Teachers Program was more interesting than the regular program. Similarly, larger percentages of students of demonstrating teachers than students of participating teachers felt that they understood what the English teacher expected of them better than in the regular program and that they had a better understanding of how they were doing in English. Differences are once again statistically significant at the 1% level of confidence using the "z" test for proportions.

Areas of student involvement in planning and developing the program are shown in items 18 and 19 of Table 21.

Only 11.4% of demonstrating students and 13.2% of participating students said that they were "not at all" involved in the actual development of the program, showing that student participation was at a high level. More demonstrating students than participating students indicated that they were involved "a great deal." This difference was statistically significant.

Table 21

Results of the Student Evaluation Form

Item Description	Response Categories	Students of Demonstrating Teachers		Students of Participating Teachers		All Students	
		f	%	f	%	f	%
2. My reading has improved since I started in the English Curriculum Program	Strongly Agree	74	25.1	65	19.4	139	22.1
	Agree	184	62.4	217	64.8	401	63.7
	Disagree	32	10.8	43	12.8	75	11.9
	Str. Disagree	4	1.4	9	2.7	13	2.1
	Blank	1	0.3	1	0.3	2	0.3
3. I have learned how to speak * out in class as a result of the program.	Strongly Agree	84	28.5	72	21.5	156	24.8
	Agree	156	52.8	164	49.0	320	50.8
	Disagree	43	14.6	78	23.3	121	19.2
	Str. Disagree	10	3.3	16	4.7	26	4.1
	Blank	2	0.6	5	1.5	7	1.1
4. I am now able to listen and * understand people better than I did before the program.	Strongly Agree	77	26.1	78	23.3	155	24.6
	Agree	171	58.0	167	49.9	338	53.7
	Disagree	34	11.5	65	19.4	99	15.7
	Str. Disagree	10	3.4	20	6.0	30	4.8
	Blank	3	1.0	5	1.5	8	1.3
5. I have improved in my writing * ability since I have been in the program.	Strongly Agree	102	34.6	88	26.3	190	30.2
	Agree	159	53.9	153	45.7	312	49.5
	Disagree	27	9.2	67	20.0	94	14.9
	Str. Disagree	7	2.4	15	4.5	22	3.5
	Blank	0	0.0	12	3.6	12	1.9
6. I have read more books since I have been in the English Program.	Strongly Agree	69	23.4	108	32.2	177	28.1
	Agree	140	34.7	116	34.6	256	40.6
	Disagree	67	22.7	80	24.0	147	23.3
	Str. Disagree	18	6.1	25	7.5	43	6.8
	Blank	1	0.3	6	1.8	7	1.1

N = 630. * Statistically significant at the 1% level of confidence.

Table 21 (Continued)

Results of the Student Evaluation Form

Item Description	Response Categories	Students of Demonstrating Teachers		Students of Participating Teachers		All Students	
		f	%	f	%	f	%
7. I believe that the English program has enabled me to study and learn more.	Strongly Agree	82	27.8	82	24.5	164	26.0
	Agree	157	53.2	190	56.7	347	55.1
	Disagree	40	13.6	51	15.2	91	14.4
	Str. Disagree	13	4.4	7	2.1	20	3.2
	Blank	3	1.0	5	1.5	8	1.3
8. My interest in learning increased in the English program.	Strongly Agree	78	26.4	82	24.5	160	25.4
	Agree	158	53.6	173	51.6	331	52.5
	Disagree	50	16.9	62	18.5	112	17.8
	Str. Disagree	6	2.0	9	2.7	15	2.4
	Blank	3	1.0	9	2.7	12	1.9
9. My relations with teachers seem better for learning than in the regular program.	Strongly Agree	94	31.9	82	24.5	176	27.9
	Agree	150	50.8	167	49.9	317	50.3
	Disagree	39	13.2	70	20.9	109	17.3
	Str. Disagree	4	1.4	9	2.7	13	2.1
	Blank	8	2.7	7	2.1	15	2.4
10. Being in the English program helped me take responsibility for my school work.	Strongly Agree	70	23.7	61	18.2	131	20.8
	Agree	147	49.8	186	55.5	333	52.9
	Disagree	57	19.3	115	34.3	132	21.0
	Str. Disagree	19	6.4	7	2.1	26	4.1
	Blank	2	0.7	6	1.8	8	1.3
11. Being in the English program has helped me to be more confident of my school work.	Strongly Agree	66	22.4	61	18.2	127	20.2
	Agree	156	52.9	189	56.4	345	54.8
	Disagree	59	20.0	67	20.0	126	20.0
	Str. Disagree	3	1.0	7	2.1	10	1.6
	Blank	11	3.7	11	3.3	22	3.5

N = 630.

Table 21 (Continued)

Results of the Student Evaluation Form

Item Description	Response Categories	Students of Demonstrating Teachers		Students of Participating Teachers		All Students	
		f	%	f	%	f	%
12. I am more interested in English since I have been in the program.	Strongly Agree	65	22.0	67	20.0	132	21.0
	Agree	148	50.2	158	47.2	306	48.6
	Disagree	62	21.0	87	26.0	149	23.7
	Str. Disagree	12	4.1	13	3.9	25	4.0
	Blank	7	2.4	10	3.0	17	2.7
13. I like the variety of teaching methods (large groups, small groups, contracts) used in the English program. +	Strongly Agree	119	40.3	88	26.3	207	32.9
	Agree	135	40.7	181	54.0	316	50.2
	Disagree	29	9.8	41	12.2	70	11.1
	Str. Disagree	8	2.7	14	4.2	22	3.5
	Blank	4	1.4	10	3.0	14	2.2
14. Teachers in the program seem to care about me more than most teachers I have known. *	Strongly Agree	99	33.6	77	23.0	176	28.0
	Agree	125	42.4	126	37.6	251	39.9
	Disagree	52	17.6	104	31.0	156	24.8
	Str. Disagree	12	4.1	23	6.9	35	5.6
	Blank	7	2.4	4	1.2	11	1.7
N = 630							
15. I understand what the English teacher expects of me: *	Better than in the regular program	178	61.6	144	46.5	322	53.7
	Not as well as in the regular program	16	5.5	13	4.2	29	4.8
	About the same	95	32.9	153	49.4	248	41.4

N = 599 for Item 15

* Statistically significant at the 1% level of confidence.

\+ Statistically significant at the 5% level of confidence.

Table 21 (Continued)

Results of the Student Evaluation Form

Item Description	Response Categories	Students of Demonstrating Teachers		Students of Participating Teachers		All Students	
		f	%	f	%	f	%
16. I have a better understanding* of how I am doing in English:	In the English program	196	67.8	170	54.8	366	61.1
	In the regular program	31	10.7	44	14.2	75	12.5
	About the same	62	21.5	96	31.0	158	26.4
17. Overall rating of the English* program:	Much more interesting	208	72.0	159	51.3	367	61.3
	About the same	72	24.9	111	35.8	183	30.6
	Not as interesting as the regular program	9	3.1	40	12.9	49	8.2
18. To what extent were you * involved in working with other students and teachers in the actual development of the English program?	A great deal	126	43.6	116	37.4	242	40.4
	Some	130	45.0	153	49.4	283	47.2
	Not at all	33	11.4	41	13.2	74	12.4
19. In what ways were you involved in the actual development of the English program?	a. Planning course activities	153	52.9	148	47.7	301	50.3
	b. Field trips	52	18.0	42	13.5	222	37.1
	c. Setting objectives *	148	51.2	121	39.0	269	44.9
	d. Selecting visual aids	34	11.8	32	10.3	66	11.0
	e. Developing evaluation procedures	82	28.4	65	21.0	147	24.5

N = 599. * Statistically significant at the 1% level of confidence.

Table 21 (Continued)

Results of the Student Evaluation Form

Item Description	Response Categories	Students of Demonstrating Teachers		Students of Participating Teachers		All Students	
		f	%	f	%	f	%
19. In what ways were you involved in the actual development of the English program?	f. Selecting new materials	106	36.7	97	31.3	203	33.9
	g. Writing new materials	123	42.6	109	35.2	232	38.7
	h. Working with teachers	96	33.2	102	32.9	198	33.1
	i. Other	10	3.5	16	5.2	26	4.3

N = 599

The activities in which students were most often involved were planning course activities and setting objectives. Those activities in which students were least often involved were field trips and selecting visual aids. Selecting and writing new materials involved from about 30% to 40% of the students, a substantial number for these important activities.

Comparisons were made among grades 10, 11 and 12 to see if there were any trends in the data showing those in advanced grades to be more or less favorable to the program. These comparisons did not yield consistent trends or statistically significant differences. For this reason the student data is shown only with the results combined for all grades.

The hypothesis that students who have been in the program for more than one year would be more favorable to the program was also tested. For this analysis only 11th and 12th grade students of demonstrating teachers were used. For the 11th grade students there were no statistically significant differences among those students who had been in the program for two years or more compared with those who had been in the program for one year. For the twelfth grade students of demonstrating teachers, only 4 students were in the program for two years, only 11 students had been in the program for 3 years, while 70 12th grade students were in the program for the first time. A number of differences proved to be statistically significant at the 5% level of confidence when comparing 12th graders who had been in the program for 3 years vs. 1 year. However, the differences were not as predicted. First year students actually responded more favorably than 3 year participants (with the exception of question 14). A summary of the different findings for items with significant differences is given in Table 22.

Considering the fact that there were no differences among 1st and 2nd year students among the 11th graders and that the differences in 1st and 3rd year 12th graders is based on only 11 students (in the third year), it is most likely that the number of years a student is in the program has little bearing on his attitudes toward the program. In a more positive sense, it only requires one year of involvement in the program for a large majority of students to feel that they have benefitted in many different ways from their participation in the program.

Tables 23, 24, and 25 show respectively student responses when asked to list "two things you like most about the project," "two things you like least about the project," and "the most important thing you feel you have obtained from the project." The number of things liked most (Table 23) was more than twice the number of things liked the least (Table 24), 619 compared to 306. The results essentially reinforce those reported for the objective items. While most liked the reading, speaking, writing, group work and other activities, there was a small number who indicated that they did not like these experiences. Group work was criticized by 54 students for poor organization, student misbehavior and non-participation by some students. Twenty-three students felt that the time allowed for the completion of assignments was poor, with the provision of either

Table 22

Comparison of Students of Demonstrating Teachers Who Were in the Program One Year vs. Three Years

Item	One Year	Three Years
6. I have read more books since I have been in the English program.	84.7	54.5
10. Being in the English program helped me take responsibility for my school work.	75.7	27.3
13. I like the variety of teaching methods (large groups, small groups, contracts) used in the English program.	88.6	72.7
14. Teachers in the program seem to care about me more than most teachers I have known.	54.4	63.7
17. Overall rating of the English program: Much more interesting than the regular program.	95.5	54.5

Note: Percents for items 6, 10, 13, and 14 are the frequency of students responding "Strongly Agree" or "Agree." Percentages for item 17 are for students responding, "Much more interesting than the regular program." Only items with statistically significant differences are shown. The responses of the four second year students did not differ significantly from the other groups.

too much or too little time. Other students seemed to simply fail to respond positively to the reading, writing, and speaking activities. Although the unfavorable reactions of a small minority of student participants are overwhelmed by the positive response of a majority of students, teachers should continue to strive to improve efforts to reach their dissatisfied students.

Table 23

Things Students Liked Most About the Students and Teachers Project

Item	f
Reading activities	121
Group work and involvement of groups	105
Speaking activities	74
Student Involvement and individual study	74
Writing activities	71
Teaching style and teaching methods	66
Learning at a pace appropriate to the student	31
Miscellaneous	77
Total	619

Table 24

Things Students Liked Least About the Students and Teachers Project

Item	f
Writing activities	68
Reading activities	46
Group work -- lack of organization and misconduct of students	54
Too little or too much time for assignments	23
Lack of transportation for field trips	17
Speaking activities	16
Difficult work load	16
Bering work	11
Larger room for group discussion	10
Working alone	9
Books Not Available on Time	4
Miscellaneous	32
Total	306

Table 25

Most Important Thing Students Personally Gained from the Students and Teachers Project

Item	f
Improvement in writing skills	140
Improvement in reading	106
Improvement in ability and confidence in speaking and oral reports	80
Improvement in confidence, motivation to learn and self awareness	39
Work more effectively in groups	19
Improvement in ability to listen and understand people better	16
Improvement in study habits	14
How to help other students	7
Miscellaneous	10
Total	431

Comparison of Teachers'and Students' Reactions to the Program

A number of similar questions were asked of both teachers and students regarding the students' progress in the program. Although neither the statements nor the response categories were the same, it is informative to see how similar or dissimilar the reactions of teachers and students were. The results are shown in Table 26. Notice that the percents shown for teachers are for those who noted that their students' progress was "Excellent" or "Good" in the area in question, while the percents for students are for those who marked "Strongly Agree" or "Agree."

A number of interesting observations emerge from this comparison.

1.) With two exceptions a large majority of all groups responded positively to the program. (Speaking and writing were exceptions.)

2.) A larger percentage of demonstrating teachers than participating teachers respond favorably.

Table 26

Comparison of Teacher and Student Reactions to the Program

Item	Demonstrating Teacher*	Demonstrating Student**	Participating Teacher*	Participating Student**
My reading has improved since I started in the English Curriculum Program. Reading.	90.9	87.5	63.1	84.2
I have learned how to speak out in class as a result of the program. Speaking.	100.0	81.3	42.1	70.5
I am now able to listen and understand people better than I did before the program. Listening.	90.9	84.1	63.2	73.2
I have improved in my writing ability since I have been in the program. Writing.	73.7	88.5	42.1	72.0
I have read more books since I have been in the English program. Reading.	90.9	70.9	63.1	66.8
My interest in learning increased in the English program. Student motivation.	100.0	80.0	57.9	76.1
My relations with teachers seem better for learning than in the regular program. Student/teacher relations.	100.0	82.7	94.7	74.4
Being in the English program has helped me to be more confident of my school work. Student motivation.	100.0	75.3	57.9	57.9
Teachers in the program seem to care about me more than most teachers I have known. Student/teacher relations.	100.0	76.0	94.7	60.6

* Percents are those marking "Excellent" and "Good."
** Percents are those marking "Strongly Agree" and "Agree."
Note: Questions were omitted when there was no clearly comparable item for teachers.

3.) A larger percentage of students of demonstrating teachers respond favorably than students of participating teachers.

4.) With one exception (writing ability) a larger percentage of demonstrating teachers respond favorably than do their students.

5.) With two exceptions ("My relations with teachers seem better for learning than in the regular program," and "Teachers in the program seem to care about me more than most teachers I have known.") a larger percentage of students of participating teachers respond favorably than do the participating teachers themselves. Actually, it appears that participating teachers may be underestimating the progress of their students, at least insofar as the students perceive their progress in the program.

This last observation suggests that the impact of the program is clear to students within one year. Teachers, however, may gain by a second year of participation in workshops to improve specific teaching skills.

Site Visits

Site visits to the high schools in the project were carried out to observe the program in operation at first hand. Classroom observations, informal interviews with teachers and spot interviews with students were the methods used. Only 6 of the 9 high schools were actually visited, because of scheduling difficulties. (Anacostia, McKinley and Wilson High Schools were not visited.) In preparation for the site visits the project director forwarded a memorandum to the school principals, informing them of the site visits. Scheduling of the site visits was arranged with a demonstrating teacher in each school. In each school arrangements were made to observe at least one demonstrating teacher class and at least one participating teacher class. Designated Title III classes were observed whenever possible.

To establish a common ground for site visits, the three evaluators made observations in the following areas:

1.) Was the classroom set up for individualized instruction?

2.) Were individual and/or group assignments made?

3.) Was there evidence of varied teaching techniques in use?

Additionally, teachers and students were informally interviewed whenever this would not disrupt the class.

Observations show that all of the three questions above could be answered in the affirmative for all classes.

Classes of both demonstrating and participating teachers were generally broken into smaller groups in which class assignments received individual attention. A Dunbar site-visit observed students involved in the discussion and correction of individual assignments returned to them. The strategies of this classroom were largely drawn from the shared ideas fostered by the Students and Teachers Develop English Curriculum Program, and included individualized assignment according to student needs, student selection of assignment topics, extensive use of Title III learning units including student development and construction of an original learning unit focused on the topic of "love," and direct concentration in the areas of reading and writing.

Observation of a Cardoza project classroom found students at work on individualized assignments and enjoying a generally good rapport with the teacher and each other. Individualized work was facilitated by an ample supply of individualized learning materials, and the class was conducted in a room sufficiently large to house a wide ranging field of individualized activity. Student input into the English classroom included setting objectives at the beginning of the school year and the development of a final examination.

The activities of an observed demonstrating class at Spingarn included an elective course in composition, an issue-centered or socio-politically oriented writing unit, a fiction unit, a myths and fables unit, and a science fiction unit. Title III provided different reading materials for students who were assigned individualized readings for in-class composition and delivery of reports, a simple strategy involving development in the three critical areas of English -- reading, writing and speaking.

A participating class at Spingarn was observed at work on a Romeo and Juliet unit; classroom procedures included a 10 minute drill, independent work in groups of four with one leader designated in each group, problem solving techniques for discussion and problem solving within the group, and flexible classroom activities, including group presentations to the class at-large and specific assignments involving student identification of rhyming words in a text and instruction of syllables and proper accentuation. The teacher explained assignments and solution to students without lecturing and was well prepared with materials and their presentation before the class. Good student motivation within the class was best reflected in the excellent classroom discipline and the amount of genuine interest displayed by students in group discussions.

A tenth grade demonstrating class at Ballou was involved in the discussion of Macbeth. The class was arranged in a horse-shoe with five small groups each working on scenes from the play, with other students working individually on collages. An eleventh grade participating class at Ballou divided 12 students into 3 groups, with each student writing his own poem out of newspaper cut-outs. A twelfth grade demonstrating class at Ballou was involved in acting out a series of job interviews, with some students playing job applicants and others judging the performance of the applicants against criteria established by the interviewer.

A tenth grade demonstrating class at Eastern set a goal of improvement throughout four areas of the English curriculum: reading -- improvement in speed, interpretation of literature, reading with emotion, reading with understanding, and reading with confidence; writing -- paragraph construction, construction of letters, creative writing and spelling; speaking -- speaking with confidence and control of speed in talking; and listening -- understanding what is read, recall of information, and following oral instructions. The class was divided into small group clusters of 5 students each and was observed working on a short story based on vocabulary words previously assigned. Another demonstrating English class at Eastern was divided into 3 groups working on three different literary forms, the short story, poetry and drama.

Of the many observations of both demonstrating and participating classes in operation, only one received less than an enthusiastic report, when the teacher did not show up and there was no class (Roosevelt High School).

Interviews with demonstrating and participating teachers generally confirmed the results of teacher questionnaires in the areas of assets and deficiencies of the program; and overall teacher opinion was quite satisfactory.

Objective Testing

From observations at the schools, questions addressed to teachers at workshops, examination of teaching units and a sample of 22 test results, there is little question that goal setting, testing, and evaluation with students is an integral part of the teaching-learning process for the Students and Teachers Program.

This evaluation of the program, however, has to be based upon questionnaires, observations and documents, as there was not a common set of objective tests administered on a pre and post test basis at about the same times of the year (preferably October and May) from which to prepare objective results of student gains. Although the project director had planned to develop such tests, a reduction in the budget preempted these plans.

The sample of 22 sets of test results had nothing in common that could be used in comprehensive program evaluation (other than to point out that teachers used a rich and varied approach in assessing student progress).

The tests selected included standardized tests and teacher-made tests; some were writing smaples, while others were tests of spelling, punctuation, grammar and the like. Some tests were administered both pre and post, while others were diagnostic or

post test only, and the dates on which tests were administered were usually not in-common.

For purposes of program evaluation, a set of tests are needed that tap the essential and common areas of skills students are to acquire. The Prescriptive Reading Test, for example, could be administered, at least to 10th graders, at relatively little cost to evaluate program impact in this important area. There is also an abundance of standardized English achievement tests designed to assess gains in other areas. For the areas of speaking, writing and listening, individual student rating forms should be developed. An improved comprehensive testing program should definitely be implemented in the continuation of this project.

Program Operations

Observations of program operations included interviews with the project director, visits to two of the workshops, and an examination of selected program documents. The most serious problems cited by the project director and confirmed by teacher questionnaire and interview comments are the conflicting assignments of the project director and the reduced budget. As originally planned, two persons were assigned as co-directors to take administrative responsibility for the project. When one person retired, a replacement was not forthcoming. Additionally, the current project director has also been assigned regional responsibilities which draw her away from time that could be effectively employed in working on the Students and Teachers Project. Teachers often mentioned a full-time project director as one of the needs of the project.

The budget reduction from about $81,000 to $64,000 also resulted in limited supplies, book orders, professional magazine subscriptions and reproductions of lessons necessary to an effective diffusion-dissemination process. Without the necessary funds for supplies, materials and reproduction, curriculum units cannot be effectively put in the hands of interested teachers and the essential aim of the project is undermined.

Of equal importance, the reduction in the budget limited the number of new or participating teachers who could be accommodated in the program. Plans to include junior high school teachers in the program also had to be abandoned this year. If the diffusion-adoption approach undertaken this year is to successfully continue, adequate provision needs to be made for a broader base of involvement of new teachers. Both high school and junior high school teachers should be involved.

It had also been planned to develop a series of objective tests that could be used by all teachers for purposes of the evaluation. These plans also had to be abandoned because of the reduced budget.

All other areas of program operations presented little problems. Cooperation of the school principals and English departments was enthusiastic. Although three high schools were unable to continue in the program this year, this was because the experienced teachers who would have served as demonstrating teachers were transferred to other schools.

Examination of documents verified the availability of a substantial resource library and estensive curriculum units assembled throughout the four years of the project.

The conception, planning, and implementation of the workshops for demonstrating and participating teachers was particularly laudatory. Reports of a sampling of workshops were provided by the project director. The documents included a workshop agenda, a report of the workshops, and a participant evaluation of the workshops. The project is to be commended for its thorough documentation, and even more for its attention to evaluation of the workshops and the feedback of information into plans for subsequent activities. A review of the reports suggests that the workshops were carefully planned and effectively conducted. Positive evaluative comments prevail along with constructive suggestions. Although some problem areas and constructive suggestions were made in the demonstrating and participating teacher questionnaires, most of these could be addressed by a full-time project director and constitute a relatively minor refinement considering the fact that the plan was implemented for participating teachers only this year. The effectiveness of the workshop plan was central to the success of the project this year, as it constituted the primary diffusion-adoption strategy. More than twenty curriculum units have been developed since the inception of the project. This area continues to receive attention; however, it seems to be of less importance this year. Greater emphasis was placed this year on the diffusion and adoptive processes.

The process used to recruit participating teachers was also effective in attracting the number of teachers that could be accommodated. Participating teachers were selected from among those interested in participating in the project. A letter was sent to all high school teachers of English at the beginning of the school year inviting them to attend a workshop and to participate in the project. Twenty-six English teachers elected to participate.

It is, however, evident that many non-participating teachers (See Non-Participating Questionnaire results, Table 11) did not or were not sure that they had received the invitation. Perhaps direct contact by demonstrating teachers in each school would more effectively draw the non-participating teachers' attention to this opportunity, particularly during the busy period of the start of the school year.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

As indicated in earlier chapters the primary goal of the project was to try out a new approach to the diffusion and adoption of the Students and Teachers Project -- one in which the individual school was the unit of operation and in which experienced demonstrating teachers worked with new or participating teachers both in their schools and in centralized workshops.

All of the data obtained in this evaluation fully supports the efficacy of this approach in terms of its effectiveness in bringing about actual adoption of program teaching methods and styles among the participating teachers and in improvingthe actual reading, writing, spelling, listening and inter-personal skills of students. Self-confidence, motivation to learn, taking responsibility and improved interpersonal relations were among the affective gains found among the students.

The evidence also shows that effective adoption of program activities can also be brought about in one year of involvement of a sizeable number of participating teachers.

A number of key points of the findings are as follows:

1.) Workshops and classroom demonstrations are well conceived, properly organized, well attended, and given high ratings by participating and demonstrating teachers alike. The workshop format itself provided for continuous evaluation and feedback, involvement of participants, and selection of topics of common interest. Teachers pointed out that they liked most the opportunity to share strategies and practical approaches to improving their teaching. Even the criticisms and suggestions for the workshops suggest a viewpoint of sharpening already effective administrative procedures, scheduling, and planning. A number of specific suggestions should be reviewed for implementation by the project staff next year.

2.) Students were very positive to the program and felt that participation had helped them improve in many areas.

3.) The alternative strategy of distributing materials to non-participating teachers and of informal discussions arouses interest in the project, but does not bring about adoptions of teaching techniques and curriculum units; nor does it allow time away from the pressures of the classroom for the sharing of teaching strategies or the direct improvement of teaching skills.

4.) There are a sufficient number of interested non-participating teachers to warrant continuation of the program next year. A number of this year's participating teachers may also benefit from continuing the program.

Recommendations

1.) This program should definitely be continued and expanded as it represents an exemplary approach to improving instruction in English and effectively bringing about adoption of its techniques and strategies. Provision should be made for more teachers in each high school to participate. Consideration should also be given to expanding the concept to other subject areas in the high school and to expansion into the junior high school level.

2.) A full-time project director should be assigned to administer the project (See section on Program Operations).

3.) A common set of objective and standardized tests should be used on a pre-test and post-test basis in the evaluation to complement the questionnaires, observations, interviews and secondary documents.

4.) The budget should be adequate to provide on a sustained basis essentials including substitutes, stipends for summer workshops, reproduction costs, supplies, materials and books.

5.) The evaluator should be selected early so that he will be available to work with the project throughout the year.

6.) In recruiting new teachers to the project, direct contact by demonstrating teachers should follow the letter of invitation. Many non-participating teachers did not recall receiving the letter of invitation.

Implementation of these recommendations and those of teachers involved in the project should go a long way toward improving the quality and scope of the teaching of English in the Public Schools of the District of Columbia.